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ABSTRACT

Due to factors such as high enrollment demands, limited institutional space, and high program costs, certain admissions requirements in the guidance/selection of students for health technology programs at Virginia Western Community College (VWCC) have become necessary. A Health Technology Admissions Evaluation System was created to develop and implement: (1) a computer-based information system to effectively and efficiently collect, summarize, and rank data elements for each applicant; (2) a multiple comparative guidance/selection system sensitive not only to traditional data but to unique student characteristics; (3) provisions for historical files and status reports on applicants; and (4) procedures and techniques for evaluating the effectiveness and efficiency of different guidance/selection decisions. Student flow through the system involves the following: students file admissions applications providing educational background information to the admissions office; health technology counselors and, then, the program head interview applicants and supply subjective value judgements on probable success, first quarter grade point average (GPA), physical health, etc.; VWCC institutional research office provides academic predictions of first quarter GPA and graduation probability; and the selection committee evaluates all data elements and makes final decisions. Information on computer software and the four prediction models used is included. (Author/TR)

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ED154871

VIRGINIA WESTERN COMMUNITY COLLEGE'S HEALTH TECHNOLOGY ADMISSIONS EVALUATION SYSTEM

BY

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JUNE 1977

EXECUTIVE SUMMARY

An area of major expansion at Virginia Western Community College (VWCC) in the early 1970's has been the growth of health technology programs in Dental Assisting, Dental Hygiene, Mental Health, Nursing, and Radiology. These programs were added to provide specialized training and experiences necessary for professionals in the health fields. Because of a multiplicity of factors such as high enrollment demands, limited institutional spaces, and the high cost of programs, certain admissions requirements in the guidance and selection of students became necessary. Therefore, an efficient and effective guidance-selection model is needed in order to collect, summarize, and rank large numbers of data elements that are necessary to evaluate each health technology applicant.

The specific objectives of VWCC's Health Technology Admissions Evaluation System (HTAES) are to provide the following benefits:

1. To develop and implement a computer-based information system that can more effectively and efficiently collect, summarize, and rank data elements associated with each health technology applicant.

2. To develop and implement a multiple comparative guidance-selection system that is sensitive not only to traditional data (i.e., high school grade, aptitude and achievement tests, etc.) but that takes into account the unique characteristics of individual students as evaluated by the college's counselors, faculty, administrators, and selection committee.

3. To provide status reports of students applying to the health technology program.

4. To develop historical files of students applying to health technology programs.

5. To provide procedures and techniques for evaluating the effectiveness and efficiency of different guidance-selection decisions.

The student flow through the Health Technology Admissions Evaluation System (HTAES) is cited as follows:

1. Student applies to college with the Office of Admissions & Records providing data elements of high school and previous college records (if applicable).

2. A health technology counselor interviews the student and provides subjective value judgments concerning the student's probable success, first quarter GPA, physical health, etc.

3. The health technology program head (with selected faculty) interviews the student and provides subjective value judgments concerning the student's probable success, first quarter GPA, verbal communication, concentration, etc.

4. VWCC's Office of Institutional Research provides academic predictions of first quarter GPA and probability of graduation developed from statistical analyses of previous graduates and nongraduates.

5. A Selection Committee evaluates the data elements from the Office of Admissions and Records, health technology counselor, program head/faculty, and the Office of Institutional Research and makes final guidance/selection decisions concerning all applicants.

This report contains full documentation concerning the philosophy, procedures, and computer software with output examples necessary to operate the guidance/selection model.

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INTRODUCTION

An area of major expansion in the early 1970's at Virginia Western Community College in Roanoke, Virginia, has been the growth of health technology programs in Dental Assisting, Dental Hygiene, Mental Health, Nursing, and Radiology. These programs were added to provide specialized training and experiences necessary for professionals in the health fields. Because of a multiplicity of factors such as high enrollment demands, limited institutional spaces, and the high cost of programs, certain admission requirements in the guidance and selection of students became necessary. Programs in which there are typically more candidates than vacancies were Dental Hygiene, Nursing, and Radiology. Placement decisions in Mental Health and Dental Assisting are also necessary in order to insure that the students' aspirations and needs coincided with the objectives of the programs. Therefore, an efficient and effective guidance-selection model is needed.

A guidance-selection model for health technology programs of the comprehensive community college should be sensitive not only to traditional data such as high school grades, aptitude and achievement tests, etc., but the model should take into account the unique characteristics of individual students and their health technology programs. Multiple-comparison methods which utilize all relevant information including the professional judgments of counselors and faculty with the firmly established methodological procedures of certain types of multivariate statistics must be used in establishing

reliable and valid guidance-selection decisions. A multiple-comparison model can also provide a more soundly based scientific procedure which is defensible to public scrutiny and provides greater accountability of educational programs, procedures, and expenditures. Other possible benefits would include reduced program costs, more potential graduates, and greater student/instructor satisfaction.

Specific Objectives of the Health Technology Admissions Evaluation System

The Health Technology Admissions Evaluation System (HTAES) proposes to provide the following benefits:

1. To develop and implement a computer-based information system that can more effectively and efficiently summarize and classify students applying for the health technology programs.
2. To develop and implement a multiple comparative guidance-selection system by collecting, summarizing, and ranking more relevant data used in guidance-selection decisions.
3. To provide status reports of the student flow through the HTAES.
4. To establish historical files concerning students applying to health technology programs.
5. To evaluate the efficiency and effectiveness of different guidance-selection decisions.

Justification of the Study

The cost of educating students in all allied health areas has been found to be extremely high in relation to other community college curricula. This cost can be further augmented by a substantial number of failures and dropouts for whom expenditures will be totally lost. A guidance-selection system that can reduce attrition in these programs would substantially reduce overall cost per graduate while increasing

the supply of qualified health technology professionals.

Further justification for the study is based on the fact that, in most cases, all community colleges have received more applicants for these curricula than there are available openings. For example, the American Dental Association has reported that for Fall 1974 only 56 percent of all applicants were offered admission to dental assisting programs in the United States (American Dental Association, 1975, pp. 1-2). Preliminary investigations indicated that locally there is an approximate ratio of over two-to-one in terms of applicants to available openings with a higher ratio for Nursing and Dental Hygiene (approximately 10 to 1). Therefore, the need to establish valid selection procedures is readily apparent in order to select applicants who will most likely succeed in their program of study.

THEORETICAL FRAMEWORK*

The Health Technology Admissions Evaluation System (HTAES) requires the construction of four prediction models in developing probability estimates of program completion and predicting first-quarter college grade point averages. For classification convenience, the four prediction models used in developing probability estimates of program completion are named as follows:

1. Bayesian Model 1 -- Estimating Probabilities of Program Completion -- A Bayesian-type procedure
2. Counselor Model 1 -- Estimating Probabilities of Program Completion -- a Counselor judgment model

*Full documentation of the theoretical framework has been presented in a dissertation entitled "A Comparative Study of the Effectiveness of Two Bayesian Models for Predicting the Academic Successes of Selected Allied Health Students Enrolled In The Comprehensive Community College" by Charles Aiken Houston, Jr., Virginia Polytechnic Institute and State University, 1976.

3. Program Head Model 2 -- Predicting First-Quarter GPA's -- A program head judgment model

4. Classical Statistical Model 2 -- Predicting First-Quarter GPA's -- A linear model built on traditional data use

Bayesian Model 1 -- Estimating Probabilities of Progam Completion

Bayesian Model 1 requires the counselor to assign an a priori probability that a particular student will succeed in a specific allied health program. In order to arrive at this probability, the counselor must bring to bear all relevant information about the student and his career objectives. The advisor is not limited to the usual predictors such as scores on achievement tests, high school grades, and/or high school rank but attention to the student's motivation, study habits, age, and other factors that influence college success are considered and quantified in the a priori probability. Thus the a priori probability represents a personal level of professional judgment by the advisor in considering data that is relative to an individual student.

After the assignment of a priori probabilities it is necessary to obtain likelihoods (conditional probabilities) that the student will graduate from a specific allied health program. The likelihood probabilities are developed by employing discriminant analysis to student characteristics and achievement scores using data of previous graduates and nongraduates. Likelihood assignments are made using the posterior proability of graduate group membership derived from discriminant analysis scores.

The posterior probability of successful program completion is obtained by combining the a priori probability and likelihood using a

discrete form of Bayes' formula (Powers, 1973, p. 4). This formula is presented as follows:

$$P(S) = \frac{xy}{xy + (1 - x)(1 - y)} \qquad (1)$$

where P (S) represents posterior probability of successful program completion, x represents a priori probability assigned by the counselor and/or faculty advisor and y is the likelihood obtained from the expectancy table of the posterior probabilities of graduate group membership derived from discriminate analysis scores. These calculations produce a Bayesian-type posterior probability of successful program completion.

Counselor Model 1 -- Estimating Probabilities of Program Completion

Counselor Model 1 requires the counselor to estimate the probability of a particular student's success in a specific health technology program. This probability is the same probability that is used as the a priori probability in the Bayesian Model 1. It represents the counselor's professional opinions in considering data peculiar to a specific student. In assigning this probability the advisor considers all available student information including high school grades, achievement/aptitude scores, high school rank, etc. while adding and quantifying professional judgments concerning motivation, study habits, age, etc.

Program Head Model 1 -- Estimating Probabilities of Program Completion

Program Head Model 1 requires the program head of the specific health technology program (in consultation with certain faculty) to

estimate (independent from the counselor's estimate) a particular student's success in a specific health technology program.

Classical Statistical Model 1 -- Estimating Probabilities of Program Completion

Classical Statistical Model 1 utilizes a discriminant analysis with the dependent variable being graduate and nongraduate group membership. Data from previous students are used to develop discriminant functions that are used to predict the probable future status of new students entering the health technology programs. The data base is typically limited to traditional measures of prior academic performance and represents current practices using classical statistics.

Bayesian Model 2 -- Predicting First-Quarter GPA

Bayesian Model 2 has been developed as a special case of the Bayesian m-group regression analysis (Shigemasu, 1975) which was theoretically developed by D. V. Lindley (1969 a, 1969 b, 1970). This procedure results from an outgrowth of work by Truman Kelley. The Kelley method (1927) estimates a subject's true score by weighing the difference between the individual's observed score and the average value for all observed scores by test reliability. Kelley has shown that unless the reliability of the test is high this procedure will provide estimates with substantially lower standard errors than the estimates based solely on the observed scores. Lindley (1970) has demonstrated that the logic of Kelley's method can be used to improve predictions in individual groups by using information both from that group and from similar groups. Although the actual mechanics is complicated, it

effectively involves the same kind of averaging as originally proposed by the Kelley method (Novick, Jackson, Thayer, and Cole, 1971, p. 5). Jackson, Novick, and Thayer (1971) have developed methods and procedures for obtaining Bayesian estimates of regression parameters by implementing Lindley's theory for the m-group regression. This procedure utilizes the data of the group under study as prior information and the data from similar groups as collateral information. In applying this Bayesian procedure, it is proposed that the Bayesian estimates of the regression weights should yield very meaningful improvements over the classical least squares reqression estimates in predicting first-quarter GPA's.

Counselor Model 2 -- Predicting First-Quarter GPA's

Counselor Model 2 requires the counselor to predict the first-quarter grade point average that a particular student might obtain. This estimate represents the professional opinions and judgments of the counselor/advisors as discerned from reviewing the student's academic records and by interviewing the student.

Program Head Model 2 -- Predicting First-Quarter GPA's

Program Head Model 2 requires the program head (in consultation with certain faculty) to predict the first-quarter grade point average that a particular student might obtain.

Classical Statistical Model 2 -- Predicting First-Quarter GPA's

Classical Statistical Model 2 employs multiple regression in the traditional sense in that only certain academic variables are used as independent variables with grade point averages as the dependent variable.

The SPSS (Statistical Package for Social Science by Nie and Others, 1975) Regression procedure is used to develop the prediction equations for the allied health programs.

Summary of Theoretical Framework

In addition to four probability estimates of program-completion and four first-quarter GPA predictions, the HTAES requires counselors and program heads to evaluate applicants on the following characteristics:

Counselors	Program Heads
Verbal Communication	People-Oriented
Health Problems	Concentration
Present Employment Status	Emotional Stability
VWCC Testing Programs In	Verbal Communication
English	Overall Appearance
Mathematics	Professional Goals
Reading	

Both counselors and program heads are allowed 25 spaces for comments with additional spaces for test scores of the California Psychology Inventory and the Dental Hygiene Aptitude Test (only for applicants in Dental Hygiene Program). The HTAES has been designed to utilize all relevant information including professional judgments of counselor/faculty and statistical predictions to select the best qualified applicants. The system also proposes to more effectively and efficiently manage data and to provide a sounder basis of guidance/selection decisions by ranking applicants. Finally, summary reports are prepared for the Selection Committee's guidance and selection decisions.

THE PROCESS

The Health Technology Admissions Evaluation System (HTAES) is designed to provide for the orderly processing of applications for each of the five Health Technology curricula. This is accomplished through computer monitoring of the application, evaluation, and selection process. Figure I demonstrates an overview of the areas from which information is obtained for use in evaluating applicants.

The application for admission into one of the five Health Technology curricula triggers the computer to establish a new record for that student on the HTAES master file. From this initialization the computer will then generate and process all forms required to capture information necessary for the selection process and cycle all applicants through this process.

Once the new record has been created in the HTAES master file, the Admissions Data Form is prepared and distributed to the Admissions Office (Exhibit 1). This form contains biographical information obtained from the application form and requests additional high school, college, and standardized test data be entered by the Admissions Office. This form is then returned to the Computing Center for processing.

When the additional admissions information is complete, the Counselor Data Form (Exhibit 2) is automatically generated and distributed. This form contains all information gathered through the application and admissions steps to be used by the counselor

SELECTION COMMITTEE

FINAL ACTION

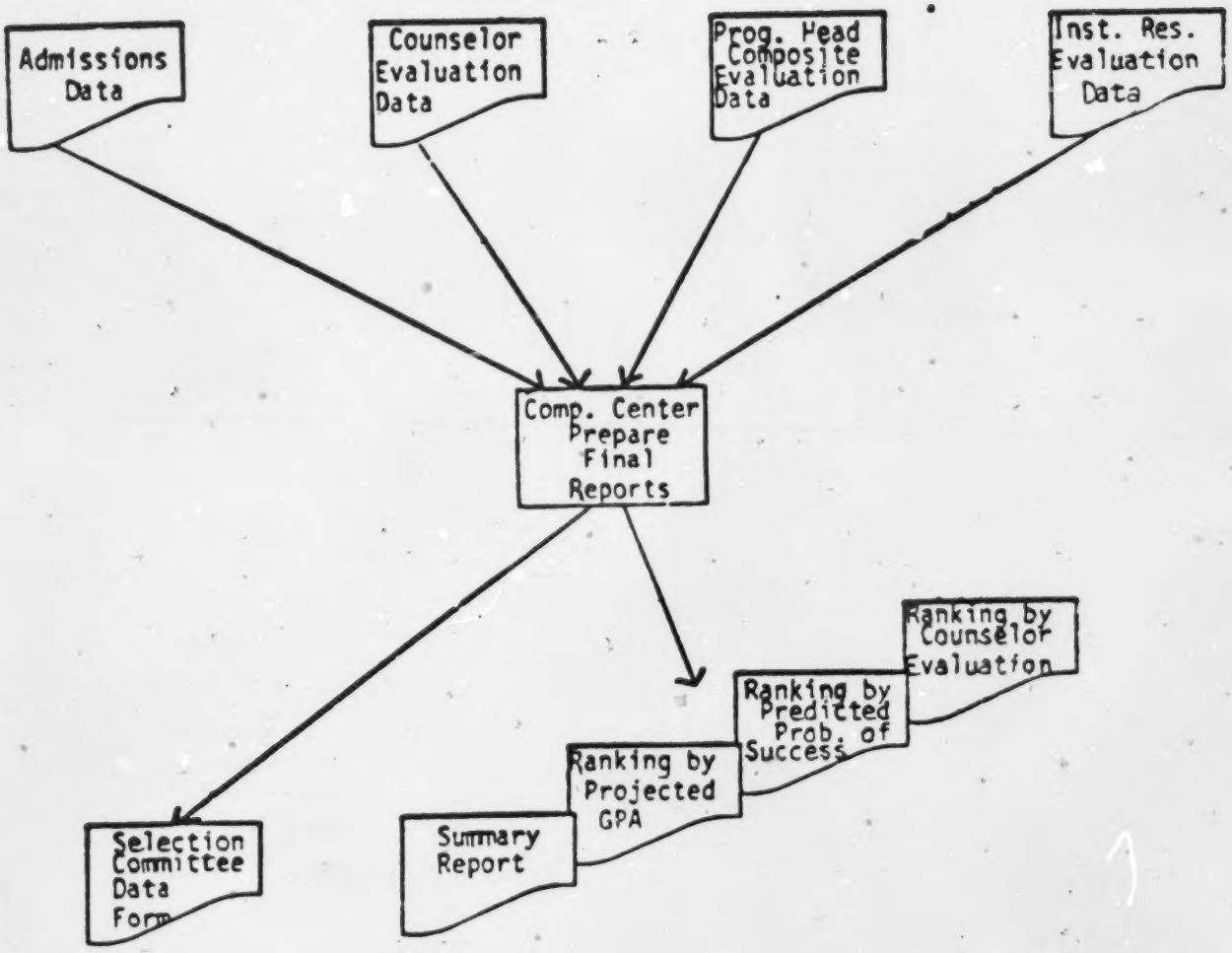

FIGURE 1

```
VA31010  05/10/77        VIRGINIA WESTERN COMMUNITY COLLEGE                    11
                                                                          PAGE  15
         HEALTH TECHNOLOGY ADMISSIONS EVALUATION SYSTEM SUPPLEMENTAL DATA
(1)                          (6)       (7)                              (16)
FTA INFORMATION              DELETE -  SOCIAL SECURITY NO 224-84-4878   LAST NAME WILL

NURSING APPLICANT                                                      PHONE NO
WILLIAMS          SARAH      F      SEX-----F  RACE---------CAUCASIAN  289-5371
RT 1 BOX 59                         CITIZEN-Y  JURISDICTION-OUT OF DISTRICT
MCGAFEYSVILLE     VA  22840         MARRIED-Y  BIRTH YEAR---1954

**************************************ADMISSIONS*****************************************
(4)(20)              (26)                (27)    (28)
A1 DATE 05 02 77     CURRICULUM 4        QTR  2  YEAR 77  APPLIED FOR   FILE STATUS C
          (30)       (31)                (32)
EDUCATION FATHER 3   MOTHER 6 (CODE 3)   GED OR HIGH SCHOOL GRADUATION YEAR 72
                                    (34)      (35)      (36)    (37)    (38)
HIGH SCHOOL   GRADES (LETTER)       ENGL12 -  ALGE I -  CHEM -  PHYS -  GOVERNMENT -
                                    (39)      (40)      (41)    (42)    (43)
(44)       (47)       (50)          ENGL11 -  ALGEII -  BIOL -  GEOM -  LANGUAGE I -
GPA  -.--  RANK ---  SIZE ---
      (53)       (57)     (59)      (61)          (64)       (67)          (68)
PRIOR COLL 6819  YEARS -- TO  77  CREDITS ---  GPA  -.--  CODE 4 ST -  DEGREE --
(4) STANDARDIZED TESTS              (20)      (21)     (22)       (25)       (28)
A2    SCATS SCORE                   LEVEL -   FORM -   VERBAL ---  QUANT ---  TOTAL ---
                                    (31)      (33)
      SCHOLASTIC APTITUDE TEST      VERBAL --  MATH --

*****************************************LEGEND*****************************************
CCRR   1-DENTAL AS 2-DENTAL HYG 3-MENTAL  4-NURSING    5-RADIOLOGY              Y=YES
CODE 1 1-EXCELLENT 2-GOOD       3-FAIR    4-POOR                              N=NO
CODE 2 1-CONSIDER  2-NOT ACCEPT 3-STANDBY 4-INCOMPLETE 5-REDIRECT 6-WDRA 7-ACCEPT
CODE 3 1-UNDER 8   2-FINISH 8   3-SOME HI 4-FINISH HI  5-SOME COL 6-DEG  7-HIGHER
CODE 4 C-GOOD      1-WARNING    2-PROB    3-SUSPENDED  4-DISMISS  7-DEAN 8-PR

**** DATA ELEMENT MUST BE ENTERED, ENTER  X  IF NOT AVAILABLE                    X
```

EXHIBIT 1

ADMISSIONS DATA FORM

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VWSIEIC  05/10/77        VIRGINIA WESTERN COMMUNITY COLLEGE                    PAGE    3
         HEALTH TECHNOLOGY ADMISSIONS EVALUATION SYSTEM SUPPLEMENTAL DATA
(1)                        (6)       (7)                                  (16)
HTB INFORMATION            DELETE -  SOCIAL SECURITY NO 225-80-0829  LAST NAME BEAN

RADIOLOGIC TECH APPLICANT                                                PHONE NO
BEANE           RITA      L     SEX-----F  RACE---------BLACK            774-5077
4503 ELMVIEW RD SW              CITIZEN-Y  JURISDICTION-ROANOKE COUNTY
ROANOKE         VA  24014       MARRIED-N  BIRTH YEAR---1951

**********************************ADMISSIONS**********************************
(4)(20)              (26)              (27)    (28)
01 DATE 10 26 76   CURRICULUM 5        CTR  3  YEAR 77  APPLIED FOR   FILE STATUS 2
          (30)      (31)                 (32)
EDUCATION FATHER 4  MOTHER 3 (CODE 3)  GED OR HIGH SCHOOL GRADUATION YEAR 71
                                  (34)      (35)      (36)      (37)      (38)
HIGH SCHOOL   GRADES (LETTER)     ENGL 2 C  ALGE I X  CHEM C  PHYS C  GOVERNMENT C
                                  (39)      (40)      (41)      (42)      (43)
(44)       (47)       (50)        ENGL II C  ALGEII X  BIOL C  GEOM X  LANGUAGE I X
GPA  X.XX  RANK 320  SIZE 358
      (53)       (57)     (59)      (61)          (64)       (67)          (68)
PRIOR COLL 2938  YEARS 71 TO   72  CREDITS  25  GPA  1.64  CODE 4 ST C  DEGREE XX
(4) STANDARDIZED TESTS            (20)      (21)      (22)       (25)       (28)
02    SCATS SCORE                 LEVEL 2  FORM A  VERBAL 256  QUANT 271  TOTAL 245
                                  (31)      (33)
      SCHOLASTIC APTITUDE TEST    VERBAL 26  MATH 37

*****************************COUNSELOR EVALUATION*****************************
(4) (20)                                                  (26)
01  DATE CONTACTED 04 22 77     CHERYL ABERNATHY         DATE INTERVIEWED -- -- --
(32)                                  (33)                (34)
VERBAL COMMUNICATION RATING - (CODE 1)   HEALTH PROBLEMS -   PRESENTLY EMPLO -
                        (35)       (36)        (37)
VWCC TESTING RECOMMENDED  ENGLISH -  MATHEMATICS -  READING -
(38)                                  (42)
PREDICTED 1ST QUARTER GPA -.---          ESTIMATED PROBABILITY OF GRADUATION -.--
(45)                                          (56)
RECOMMENDED ACTION 6  (CODE 2)                COMMENT NOT PREPARED-NO FUNDS
(4) CALIFORNIA                (20)     (22)     (24)     (26)     (28)     (30)
02  PSYCHOLOGY INVENTORY      DO   --  CS   --  SY   --  SP   --  SA   --  WB
                              (32)     (34)     (36)     (38)     (40)     (42)
                              RE   --  SC   --  SC   --  TC   --  CI   --  CT   --
                              (44)     (46)     (48)     (50)     (52)     (54)
                              AC   --  AI   --  LE   --  PY   --  FX   --  FM   --
                              (56)      (59)      (62)      (65)
    DENTAL HYGIENE APTITUDE   C    ---  S    ---  C    ---  F    ---

**********************************LEGEND**********************************
CLRR   1-DENTAL AS 2-DENTAL HYG 3-MENTAL  4-NURSING   5-RADIOLOGY          X-XXX
CODE 1 1-EXCELLENT 2-GOOD       3-FAIR    4-POOR                          X-XXX
CODE 2 1-CONSIDER  2-NOT ACCEPT 3-STANDBY 4-INCOMPLETE 5-REDIRECT 6-WDRW 7-XXX
CODE 3 1-UNDER 8   2-FINISH 8   3-SOME HI 4-FINISH HI  5-SOME COL 6-DEG  7-XXX
CODE 4 0-GOOD      1-WARNING    2-PROB    3-SUSPENDED  4-DISMISS  7-DEAN 8-XXX
**** DATA ELEMENT MUST BE ENTERED, ENTER  X  IF NOT AVAILABLE                X
```

EXHIBIT 2

COUNSELOR DATA FORM

as background material for the interview. The Counselor Data Form requests additional information be entered based on the actual student interview. The counselor is asked to rate each applicant in several areas and to make a prediction of first quarter GPA and estimate the probability of graduation based on professional judgments. California Psychology Inventory and Dental Hygiene Aptitude test scores are to be reported by the counselor. The counselor is to recommend some type of action (accept, redirect, etc.) based on the overall interview. This form is then returned to the Computing Center for processing.

When the counselor information is complete, the system generates the Program Head Composite Evaluation Form (Exhibit 3). This form contains application and admissions data without the counselor's evaluation in order that the program head evaluation team can supply an unbiased evaluation. The Program Head Composite Evaluation Form requests additional information be entered based on the student interview. Ratings are requested in several areas and the evaluation team is asked to predict the student's first quarter GPA and estimate the student's probability of success. A recommended action is requested as a final step. This form is then returned to the Computing Center for processing.

At this point the data gathering cycle for each applicant is completed and all necessary data has been recorded in a machine readable form that will be used in several statistical calculations. These calculations include a predicted Bayesian and regression GPA and a predicted probability of graduation using both Bayesian and discriminate analysis techniques.

At this point in the application evaluation cycle, all data is complete and the Health Technology Admissions Evaluation Summary (Exhibit 4) is prepared. This summary is used by the Selection Committee to evaluate all data elements for final guidance/selection decisions which are reported to the Computing Center using the HTAES Selection Committee Summary Form (Exhibit 5). In making the final guidance/selection decisions, the Selection Committee can utilize a number of ranking reports (Exhibit 6 - Ranked by Counselor's Estimate of Probability of Graduation). These reports present a student's ranking in term of his position in relation to other students.

The system allows additions and/or changes to individual data elements through submission of the Supplemental Data Form (Exhibit 7). This form can be used in a variety of situations for data input.

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                                                                        15
VA31610  CS/1C/77        VIRGINIA WESTERN COMMUNITY COLLEGE              PAGE  2C
         HEALTH TECHNOLOGY ADMISSIONS EVALUATION SYSTEM SUPPLEMENTAL DATA
(1)                          (6)       (7)                                (16)
ITA INFORMATION              DELETE -  SOCIAL SECURITY NO 225-58-9235  LAST NAME MCYE

NURSING APPLICANT                                                       PHONE NO
MCYER              CELCRES          SEX-----F  RACE---------BLACK      345-4626
1513 12TH ST NW                     CITIZEN-Y  JURISDICTION-ROANOKE CITY
ROANOKE            VA  24017        MARRIED-Y  BIRTH YEAR---1943

*****************************************ADMISSIONS*****************************************
(4)(2C)              (2E)              (27)    (28)
A1 DATE 12 03 71     CURRICULUM 4      QTR  2  YEAR 77  APPLIED FOR    FILE STATUS 4
        (30)         (31)                 (32)
EDUCATION FATHER X   MOTHER X (CODE 3)  GED OR HIGH SCHOOL GRADUATION YEAR 61
                                        (34)      (35)      (36)    (37)    (38)
HIGH SCHOOL   GRADES (LETTER)           ENGL12 A  ALGE I C  CHEM C  PHYS X  GOVERNMENT A
                                        (39)      (40)      (41)    (42)    (43)
(44)       (47)       (50)             ENGL11 B  ALGEII X  BIOL C  GEOM X  LANGUAGE  F
GPA  X.XX  RANK  17   SIZE  43
      (53)         (57)     (59)       (61)          (64)        (67)          (68)
PRIOR COLL 3760   YEARS 73 TO   74   CREDITS  3C   GPA  1.57   CODE 4 ST C   DEGREE
(4) STANDARDIZED TESTS                  (2C)      (21)    (22)        (25)        (28)
A2    SCATS SCORE                       LEVEL 2   FORM A  VERBAL 267  QUANT 272   TOTAL 271
                                        (31)      (33)
      SCHOLASTIC APTITUDE TEST          VERBAL XX  MATH XX

*************************PROGRAM HEAD COMPOSITE EVALUATION*************************
(4)                                                        (26)
P1                          JOANN LOWDON                   DATE INTERVIEWED -- -- --
                                        (32)              (33)              (34)
COMPOSITE EVALUATION (CODE 1)           PEOPLE ORIENTED -  CONCENTRATION -  EM STABILITY
                                        (35)              (36)
(37)                                    VERBAL COMMUNICATION -  OVERALL APPEARANCE -
PROFESSIONAL GOALS -                        1-WELL DEFINED 2-SATISFACTORY 3-DUBIOUS
(38)                                    (42)
PREDICTED 1ST QUARTER GPA -.---         ESTIMATED PROBABILITY OF GRADUATION
(45)                                          (56)
RECOMMENDED ACTION -  (CODE 2)                COMMENT ----------------------

*****************************************LEGEND*****************************************
      1-DENTAL AS 2-DENTAL HYG 3-MENTAL  4-NURSING    5-RADIOLOGY          Y=YES
CODE 1 1-EXCELLENT 2-GOOD        3-FAIR   4-POOR                         N=NO
CODE 2 1-CONSIDER  2-NOT ACCEPT  3-STANDBY 4-INCOMPLETE 5-REDIRECT 6-WDRA 7-ACCEPT
CODE 3 1-UNDER 6   2-FINISH 8    3-SOME HI 4-FINISH HI  5-SOME COL 6-DEG  7-HIGHER
CODE 4 C-GOOD      1-WARNING     2-PROB    3-SUSPENDED  4-DISMISS  7-DEAN 8-PRES
**** DATA ELEMENT MUST BE ENTERED, ENTER  X  IF NOT AVAILABLE              X=N A
```

EXHIBIT 3

PROGRAM HEAD COMPOSITE EVALUATION FORM

EXHIBIT 4

VW31615 08/01/77 VIRGINIA WESTERN COMMUNITY COLLEGE HEALTH TECHNOLOGY ADMISSIONS EVALUATION SUMMARY PAGE 1

```
NURSING APPLICANT                SPRI 1973  GED OR HIGH SCHOOL GRADUATION YEAR-73   PRIOR COLLEGE-XXXX        YEARS--XX TO XX
   777-77-7777  07/15/75 FILE STATUS-0      SELECTED GPA-----2.75        GPA--2.17   CREDITS-------XXX         GPA-----.--
ANDERSON          ROSE        PHONE-NO     HIGH SCHOOL RANK- 15 OF 115              STANDING------            DEGREE---
   333 WALNUT AVE SW          981-2222     ENGL12-A ALGE I-C CHEM-B PHYS-X GOVER-B  MOTHERS EDUCATION LEVEL--COLLEGE DEGREE
   ROANOKE          IL  01670              ENGL11-B ALGEII-C BIOL-B GEOM-X LANGI-C  FATHERS EDUCATION LEVEL--COLLEGE DEGREE
SEX-----F  RACE---------BLACK              SCHOLASTIC APTITUDE VERBAL-18  MATH-15   DENTAL HYGIENE APTITUDE TEST
MARRIED-N  BIRTH YEAR---1954               SCATS SCORES        LEVEL--2  FORM-B     G----  S----  Q----  F----
CITIZEN-Y  JURISDICTION-ROANOKE CITY                 QUANT-410 VERBAL-415 TOT--407  CALIFORNIA PSYCHOLOGY INVENTORY TEST
DATE CONTACTED COUNSELOR-----09/15/75       PROGRAM HEAD                          DO---  CS---  SY---  SP---  SA---  WB---
DATE INTERVIEWED-------------09/30/75       DATE INTERVIEWED-------------10/15/76 RE---  SX---  SC---  TX---  GI---  CM---
HEALTH PROBLEMS--------------N              PEOPLE ORIENTED-GOOD CONCENTRATION-GOOD AC---  AT---  LE---  PY---  FX---  FE---
PRESENTLY EMPLOYED-----------N              FM STABILITY----EXCE APPEARANCE----EXCE  SELECTION COMMITTEE SUMMARY
VERBAL COMMUNICATION---------EXCE           VERBAL COMMUNICATION---------GOOD      PREDICTED REGRESSION GPA--------3.151
VWCC TEST FOR  MATH-N   ENGL-Y   READ-N     PROFESSIONAL GOALS----------WELL-DEFINED PROBABILITY OF GRADUATION (DISC AN) .911
PREDICTED 1ST QUARTER GPA----2.500          PREDICTED 1ST QUARTER GPA----3.150      PREDICTED BAYESIAN GPA----------3.151
ESTIMATED PROBABILITY OF GRADUATION .90     ESTIMATED PROBABILITY OF GRADUATION .95 PROBABILITY OF GRADUATION(BAYESIAN) .957
COMMENTS------                              COMMENTS------                         STANDBY RANK IF APPLICABLE-------1
RECOMMENDED ACTION-----------CONSIDER       RECOMMENDED ACTION-----------CONSIDER  RECOMMENDED ACTION--STANDBY      01/15/76
-------------------------------------------------------------------------------------------------------------------------------

NURSING APPLICANT                SPRI 1973  GED OR HIGH SCHOOL GRADUATION YEAR-60   PRIOR COLLEGE-0711        YEARS--60 TO 64
   888-88-8888  08/17/75 FILE STATUS-6      SELECTED GPA-----3.23        GPA--3.15   CREDITS-------195         GPA----2.31
HUNTER          MARILYN      PHONE-NO     HIGH SCHOOL RANK- 50 OF 220              STANDING------            DEGREE-BS
   982 DAY AVE SW             982-5555     ENGL12-A ALGE I-C CHEM-A PHYS-X GOVER-A  MOTHERS EDUCATION LEVEL--COLLEGE DEGREE
   ROANOKE          VA  24016              ENGL11-B ALGEII-X BIOL-B GEOM-C LANGI-X  FATHERS EDUCATION LEVEL--HIGHER DEGREE
SEX-----F  RACE---------BLACK              SCHOLASTIC APTITUDE VERBAL-21  MATH-23   DENTAL HYGIENE APTITUDE TEST
MARRIED-N  BIRTH YEAR---1955               SCATS SCORES        LEVEL--X  FORM-X     G----  S----  Q----  F----
CITIZEN-Y  JURISDICTION-ROANOKE CITY                 QUANT-XXX VERBAL-XXX TOT--XXX  CALIFORNIA PSYCHOLOGY INVENTORY TEST
DATE CONTACTED COUNSELOR-----09/17/75       PROGRAM HEAD                          DO---  CS---  SY---  SP---  SA---  WB---
DATE INTERVIEWED-------------10/17/75       DATE INTERVIEWED-------------10/22/75 RE---  SX---  SC---  TX---  GI---  CM---
HEALTH PROBLEMS--------------Y              PEOPLE ORIENTED-EXCE CONCENTRATION-GOOD AC---  AT---  LE---  PY---  FX---  FE---
PRESENTLY EMPLOYED-----------N              FM STABILITY----POOR APPEARANCE----EXCE  SELECTION COMMITTEE SUMMARY
VERBAL COMMUNICATION---------EXCE           VERBAL COMMUNICATION---------EXCE      PREDICTED REGRESSION GPA--------3.750
VWCC TEST FOR  MATH-N   ENGL-N   READ-N     PROFESSIONAL GOALS----------DUBIOUS    PROBABILITY OF GRADUATION (DISC AN) .911
PREDICTED 1ST QUARTER GPA----3.150          PREDICTED 1ST QUARTER GPA----3.150      PREDICTED BAYESIAN GPA----------3.155
ESTIMATED PROBABILITY OF GRADUATION .97     ESTIMATED PROBABILITY OF GRADUATION .50 PROBABILITY OF GRADUATION(BAYESIAN) .811
COMMENTS------EMOTIONAL PROBLEM             COMMENTS------                         STANDBY RANK IF APPLICABLE--------
RECOMMENDED ACTION-----------CONSIDER       RECOMMENDED ACTION-----------REDIRECT  RECOMMENDED ACTION--NOT-ACCEPT  01/15/76
-------------------------------------------------------------------------------------------------------------------------------

NURSING APPLICANT                SPRI 1973  GED OR HIGH SCHOOL GRADUATION YEAR-73   PRIOR COLLEGE-----        YEARS---- TO --
   222-22-2222  09/10/75 FILE STATUS-0      SELECTED GPA-----2.59        GPA--2.99   CREDITS-----------        GPA-----.--
NURSE           MARY    M    PHONE-NO     HIGH SCHOOL RANK- 25 OF 475              STANDING------            DEGREE---
   645 PATTERSON AVE SW       345-6217     ENGL12-B ALGE I-C CHEM-B PHYS-X GOVER-B  MOTHERS EDUCATION LEVEL--SOME COLLEGE
   ROANOKE          VA  24016              ENGL11-B ALGEII-C BIOL-B GEOM-C LANGI-C  FATHERS EDUCATION LEVEL--FINISHED HIGH
SEX-----F  RACE---------CAUCASIAN          SCHOLASTIC APTITUDE VERBAL-XX  MATH-XX   DENTAL HYGIENE APTITUDE TEST
MARRIED-N  BIRTH YEAR---1945               SCATS SCORES        LEVEL--2  FORM-A     G----  S----  Q----  F----
CITIZEN-Y  JURISDICTION-ROANOKE CITY                 QUANT-415 VERBAL-425 TOT--417  CALIFORNIA PSYCHOLOGY INVENTORY TEST
DATE CONTACTED COUNSELOR-----10/15/75       PROGRAM HEAD                          DO---  CS---  SY---  SP---  SA---  WB---
DATE INTERVIEWED-------------11/15/75       DATE INTERVIEWED-------------12/15/75 RE---  SX---  SC---  TX---  GI---  CM---
HEALTH PROBLEMS--------------N              PEOPLE ORIENTED-EXCE CONCENTRATION-EXCE AC---  AT---  LE---  PY---  FX---  FE---
PRESENTLY EMPLOYED-----------Y              FM STABILITY----GOOD APPEARANCE----EXCE  SELECTION COMMITTEE SUMMARY
VERBAL COMMUNICATION---------GOOD           VERBAL COMMUNICATION---------EXCE      PREDICTED REGRESSION GPA--------2.951
VWCC TEST FOR  MATH-N   ENGL-N   READ-N     PROFESSIONAL GOALS----------WELL-DEFINED PROBABILITY OF GRADUATION (DISC AN) .971
PREDICTED 1ST QUARTER GPA----3.051          PREDICTED 1ST QUARTER GPA----3.000      PREDICTED BAYESIAN GPA----------3.185
ESTIMATED PROBABILITY OF GRADUATION .92     ESTIMATED PROBABILITY OF GRADUATION .95 PROBABILITY OF GRADUATION(BAYESIAN) .993
COMMENTS------                              COMMENTS------                         STANDBY RANK IF APPLICABLE--------
RECOMMENDED ACTION-----------CONSIDER       RECOMMENDED ACTION-----------CONSIDER  RECOMMENDED ACTION--CONSIDER     --/--/--
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NURSING APPLICANT                SPRI 1973  GED OR HIGH SCHOOL GRADUATION YEAR-69   PRIOR COLLEGE-----        YEARS---- TO --
   666-66-6666  09/15/75 FILE STATUS-0      SELECTED GPA-----            GPA--X.XX   CREDITS-----------        GPA-----.--
SCOTT           CHARLES      PHONE-NO     HIGH SCHOOL RANK-XXX OF XXX              STANDING------            DEGREE---
   888 MARSHALL AVE SW        345-6666     ENGL12-X ALGE I-X CHEM-X PHYS-X GOVER-X  MOTHERS EDUCATION LEVEL--FINISHED HIGH
   ROANOKE          AV  24016              ENGL11-X ALGEII-X BIOL-X GEOM-X LANGI-X  FATHERS EDUCATION LEVEL--SOME HIGH
SEX-----M  RACE---------CAUCASIAN          SCHOLASTIC APTITUDE VERBAL-20  MATH-21   DENTAL HYGIENE APTITUDE TEST
MARRIED-N  BIRTH YEAR---1922               SCATS SCORES        LEVEL---  FORM--     G----  S----  Q----  F----
CITIZEN-Y  JURISDICTION-ROANOKE CITY                 QUANT-    VERBAL---- TOT-----  CALIFORNIA PSYCHOLOGY INVENTORY TEST
DATE CONTACTED COUNSELOR-----10/30/75       PROGRAM HEAD                          DO---  CS---  SY---  SP---  SA---  WB---
DATE INTERVIEWED-------------10/30/75       DATE INTERVIEWED-------------11/15/75 RE---  SX---  SC---  TX---  GI---  CM---
HEALTH PROBLEMS--------------N              PEOPLE ORIENTED-EXCE CONCENTRATION-EXCE AC---  AT---  LE---  PY---  FX---  FE---
PRESENTLY EMPLOYED-----------Y              FM STABILITY----EXCE APPEARANCE----GOOD  SELECTION COMMITTEE SUMMARY
VERBAL COMMUNICATION---------GOOD           VERBAL COMMUNICATION---------FAIR      PREDICTED REGRESSION GPA--------X.XXX
VWCC TEST FOR  MATH-Y   ENGL-Y   READ-N     PROFESSIONAL GOALS----------WELL-DEFINED PROBABILITY OF GRADUATION (DISC AN) .700
PREDICTED 1ST QUARTER GPA----3.500          PREDICTED 1ST QUARTER GPA----3.450      PREDICTED BAYESIAN GPA----------X.XXX
ESTIMATED PROBABILITY OF GRADUATION .99     ESTIMATED PROBABILITY OF GRADUATION .95 PROBABILITY OF GRADUATION(BAYESIAN) .975
COMMENTS------VETERAN-MEDIC                COMMENTS------MEDIC TRAINING           STANDBY RANK IF APPLICABLE--------
RECOMMENDED ACTION-----------CONSIDER       RECOMMENDED ACTION-----------CONSIDER  RECOMMENDED ACTION--CONSIDER     01/15/76
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VA3161C  05/10/77        VIRGINIA WESTERN COMMUNITY COLLEGE                PAGE  11
          HEALTH TECHNOLOGY ADMISSIONS EVALUATION SYSTEM SUPPLEMENTAL DATA
(1)                        (6)       (7)                              (16)
PTA INFORMATION            DELETE -  SOCIAL SECURITY NO 230-98-5120   LAST NAME BRYA

NURSING APPLICANT                                                     PHONE NO
BRYANT          LEE        A      SEX------F  RACE----------CAUCASIAN      -
WINDSOR LANE RD B 113             CITIZEN-Y  JURISDICTION-BOTETOURT COUNTY
DALEVILLE       VA  24083         MARRIED-N  BIRTH YEAR---1959

*************************************ADMISSIONS*************************************
(4)(20)              (26)                (27)    (28)
A1 DATE 02 05 78     CURRICULUM 4        CTR  2  YEAR 78  APPLIED FOR    FILE STATUS 6
          (30)       (31)                  (32)
EDUCATION FATHER 4   MOTHER 5 (CODE 3)   GED OR HIGH SCHOOL GRADUATION YEAR 77
                                    (34)       (35)       (36)    (37)     (38)
HIGH SCHOOL   GRADES (LETTER)       ENGL12 X   ALGE I B   CHEM X  PHYS X   GOVERNMENT X
                                    (39)       (40)       (41)    (42)     (43)
(44)          (47)       (50)       ENGL11 B   ALGEII B   BIOL C  GEOM B   LANGUAGE I P
GPA  X.XX     RANK XXX   SIZE XXX
       (53)          (57)     (59)       (61)          (64)          (67)          (68)
PRIOR COLL XXXX   YEARS XX TO   XX   CREDITS XXX   GPA  X.XX   CODE 4 ST X   DEGREE XX
(4) STANDARDIZED TESTS              (20)      (21)     (22)          (25)          (28)
A2     SCATS SCORE                  LEVEL X   FORM X   VERBAL XXX    QUANT XXX     TOTAL XXX
                                    (31)        (33)
       SCHOLASTIC APTITUDE TEST     VERBAL XX   MATH XX

*************************SELECTION COMMITTEE SUMMARY*************************
                    (4)  (38)                                   (42)
PREDICTED REGRESSION GPA -.---  PROBABILITY OF GRADUATION (DISCRIMINATE ANA) .---
                         (46)                                   (50)
PREDICTED BAYESIAN   GPA -.---  PROBABILITY OF GRADUATION (BAYESIAN)          .---
(26)            (45)                                  (32)
DATE 05 05 77  FINAL ACTION 5                         STANDBY RANK IF APPLICABLE --

*****************************************LEGEND*****************************************
CLASS  1-DENTAL AS 2-DENTAL HYG 3-MENTAL  4-NURSING   5-RADIOLOGY
CODE 1 1-EXCELLENT 2-GOOD       3-FAIR    4-POOR
CODE 2 1-CONSIDER  2-NOT ACCEPT 3-STANDBY 4-INCOMPLETE 5-REDIRECT 6-WDRA 7-AC
CODE 3 1-LATER B   2-FINISH B   3-SOME HI 4-FINISH HI  5-SOME COL 6-DEG  7-HI
CODE 4 0-GOOD      1-WARNING    2-PROB    3-SUSPENDED  4-DISMISS  7-DEAN 8-PR
**** DATA ELEMENT MUST BE ENTERED, ENTER  X  IF NOT AVAILABLE
```

EXHIBIT 5

SELECTION COMMITTEE SUMMARY

RANKED BY RANK6 — CALCULATED GPA — PREDICTED GRADE POINT AVERAGE — PROBABLITY OF GRADUATION

CURRICULUM=1

SSNUMBER	FACTION	HSCHD	RANK1	COUNS	RANK2	PHEAD	RANK3	REGRE	RANK4	COUN	RANK6	HEAD	RANK7	DISC	RANK8	BAYS	RANK9
231945682	7	2.71	13.5	3.000	6.0	3.500	1.0	.	.	0.98	1.0	0.99	2.5	0.66	12.0	.992	2.5
226940687	7	2.71	13.5	2.750	14.0	2.500	9.0	.	.	0.95	6.5	0.85	14.0	.079	16.0	.097	16.0
227965521	7	1.67	34.5	3.000	6.0	2.000	14.5	.	.	0.95	6.5	0.90	9.5	0.53	15.0	.933	13.0
230860196	C-	2.00	27.5	2.600	16.5	2.000	14.5	.	.	0.95	6.5	0.80	17.0	0.64	13.0	.926	14.0
227902200	7	2.67	15.0	3.250	2.0	3.000	4.0	.	.	0.95	6.5	0.99	2.5	.786	6.0	.992	2.5
228862446	7	2.50	18.0	2.950	8.0	2.500	9.0	.	.	0.95	6.5	0.90	9.5	0.67	11.0	.962	10.0
226960312	7	0.00	44.5	3.000	6.0	3.000	4.0	.	.	0.95	6.5	0.95	5.0	0.7	10.0	.978	7.0
227025714	7	2.93	6.5	3.700	1.0	2.500	9.0	.	.	0.95	6.5	0.90	9.5	0.77	7.5	.973	8.0
223665867	7	2.55	16.0	2.850	9.5	2.500	9.0	.	.	0.95	6.5	0.90	9.5	0.87	3.0	.988	5.0
231026553	7	3.36	3.0	3.200	3.5	0.300	21.0	.	.	0.95	6.5	0.95	5.0	0.88	1.5	.993	1.0
228842238	7	2.08	25.0	2.850	9.5	2.000	14.5	.	.	0.95	6.5	0.80	17.0	0.73	9.0	.952	12.0
223847245	6	1.46	38.0	2.650	15.0	.	.	.	.	0.90	14.5	.	.	.	.	.	.
229809221	7	1.75	32.0	2.800	12.0	.	.	.	.	0.90	14.5	.	.	.	.	.	.
228960435	7	1.33	40.5	2.500	18.5	2.000	14.5	.	.	0.90	14.5	0.80	17.0	.	.	.	.
226988410	7	4.00	1.0	2.800	12.0	3.000	4.0	.	.	0.90	14.5	0.90	9.5	0.88	1.5	.985	6.0
230928908	7	2.93	6.5	3.200	3.5	1.000	19.5	.	.	0.90	14.5	1.00	1.0	0.83	4.5	.989	4.0
229667952	7	2.50	18.0	2.600	16.5	3.000	4.0	.	.	0.90	14.5	0.95	5.0	.	.	.	.
299988323	7	2.89	9.0	2.300	20.0	2.500	9.0	.	.	0.86	18.0	0.85	14.0	0.83	4.5	.965	9.0
225907753	2	1.40	39.0	2.200	21.0	1.000	19.5	.	.	0.85	19.0	0.70	19.5	.053	17.0	.079	17.0
229942214	7	2.29	22.5	2.800	12.0	3.000	4.0	.	.	0.80	20.5	0.90	9.5	0.77	7.5	.959	11.0
230969934	C-	1.76	31.0	2.500	18.5	1.500	18.0	.	.	0.80	20.5	0.60	21.0	.	.	.	.

EXHIBIT 6

RANKED BY COUNSELOR'S ESTIMATE OF PROBABILITY OF GRADUATION

EXHIBIT 7

VIRGINIA WESTERN COMMUNITY COLLEGE
HEALTH TECHNOLOGY ADMISSIONS EVALUATION SYSTEM
SUPPLEMENTAL DATA

Date _____ 19

H T A (1)

ALWAYS COMPLETE

SOC-SEC-NO. (7) | NAME LAST (16) | FIRST | MI

( ) (A) New Student
( ) ( ) Add or Change Information
( ) (D) Delete Student (6)

ADMISSIONS

A 1 (4)(5)

APPLICATION DATE (20) | CURRICULUM (26) | QUARTER YEAR (27) | PARENTS EDUC LEVEL: (Code-3) | FATHER (30) | MOTHER (31) | GED OR GRAD YEAR (32)

HIGH SCHOOL LETTER GRADES:

ENGL 12 (34) | ALGEBRA I (35) | CHEMISTRY (36) | PHYSICS (37) | GOVT (38)

ENGL 11 (39) | ALGEBRA II (40) | BIOLOGY (41) | GEOMETRY (42) | LANGUAGE I (43)

HIGH SCHOOL GPA (44) | RANK (47) | SIZE (50) | PREV. COLL. (53) | PREV. COLL. YEARS to (57) (59) | CREDITS (61) | COLLEGE GPA (64) | WITHDRAWAL STATUS (67) code-4 | DEGREE (68)

A 2 (4) (5)

STANDARDIZED TESTS

SCATS SCORES: LEVEL (20) | FORM (21) | VERBAL (22) | QUAN (25) | TOTAL (28)

SCHOLASTIC APTITUDE TEST: VERBAL (31) | MATH (33)

COUNSELOR EVALUATION

C (4) (5)

CONTACT DATE (20) | INTERVIEW DATE (26) | VERBAL COMM. RATING (code-1) (32) | HEALTH PROBLEMS (33) (Y or N) | PRESENTLY EMPLOYED (34) (Y or N)

VWCC TESTING RECOMMENDED: (Y or N) ENGLISH (35) | MATHEMATICS (36) | READING (37) | PREDICTED FIRST QUARTER GPA (38) | EST. PROBABILITY OF GRADUATION (42) | RECOMMENDED ACTION (code-2) (45)

COMMENT: (56)

C 2 (4) (5)

CALIFORNIA PSYCHOLOGY INVENTORY

DO (20) | CS (22) | SY (24) | SP (26) | SA (28) | WB (30) | RE (32) | SX (34) | SC (36)

TX (38) | GI (40) | CM (42) | AC (44) | AT (46) | LE (48) | PY (50) | FX (52) | FE (54)

DENTAL HYGIENE APTITUDE TEST: G (56) | S (59) | Q (62) | F (65)

PROGRAM HEAD COMPOSITE EVALUATION

H I (4) (5)

INTERVIEW DATE (26) | PEOPLE ORIENTED (32) (code-1) | CONCENTRATION (33) (code-1) | EMOTIONAL STABILITY (34) (code-1) | VERBAL COMMUNICAT. (35) (code-1)

OVERALL APPEARANCE (36) (code-1) | PROFESSIONAL GOALS (37) 1-well defined 2-satisfactory 3-dubious | PREDICTED FIRST QUARTER GPA (38) | EST. PROBABILITY OF GRADUATION (42) | RECOMMENDED ACTION (code2) (45)

COMMENT: (56)

SELECTION COMMITTEE EVALUATION

S I (4) (5)

DECISION DATE (26) | STANDBY RANK (32) | PRED. REGRESS. GPA (38) | DISCRIM. ANAL. PROB. OF GRAD. (42) | FINAL ACTION (45) code-2 | BAYESIAN GPA (46) | BAYESIAN PROB. OF GRAD. (50)

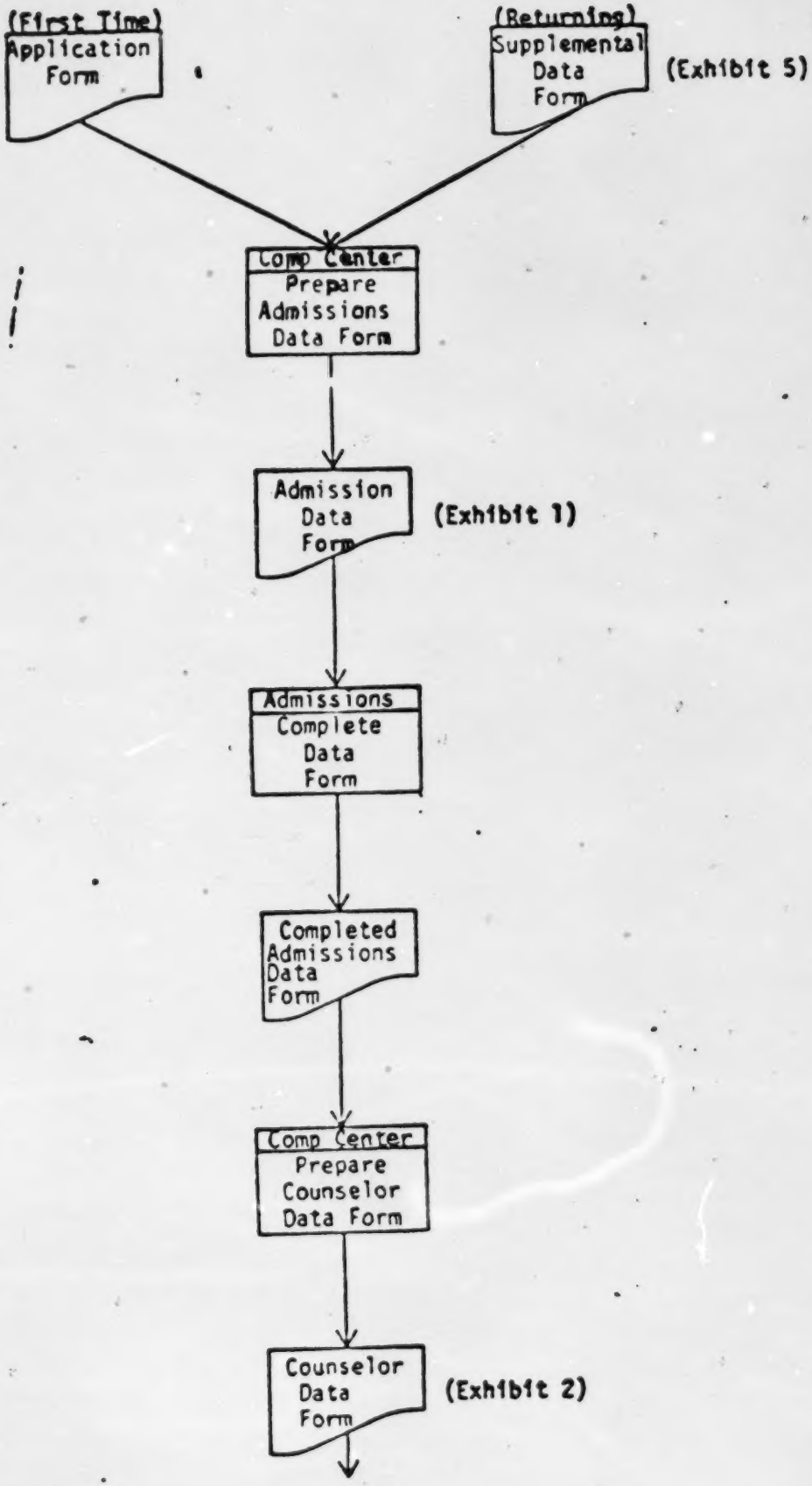
LEGEND:

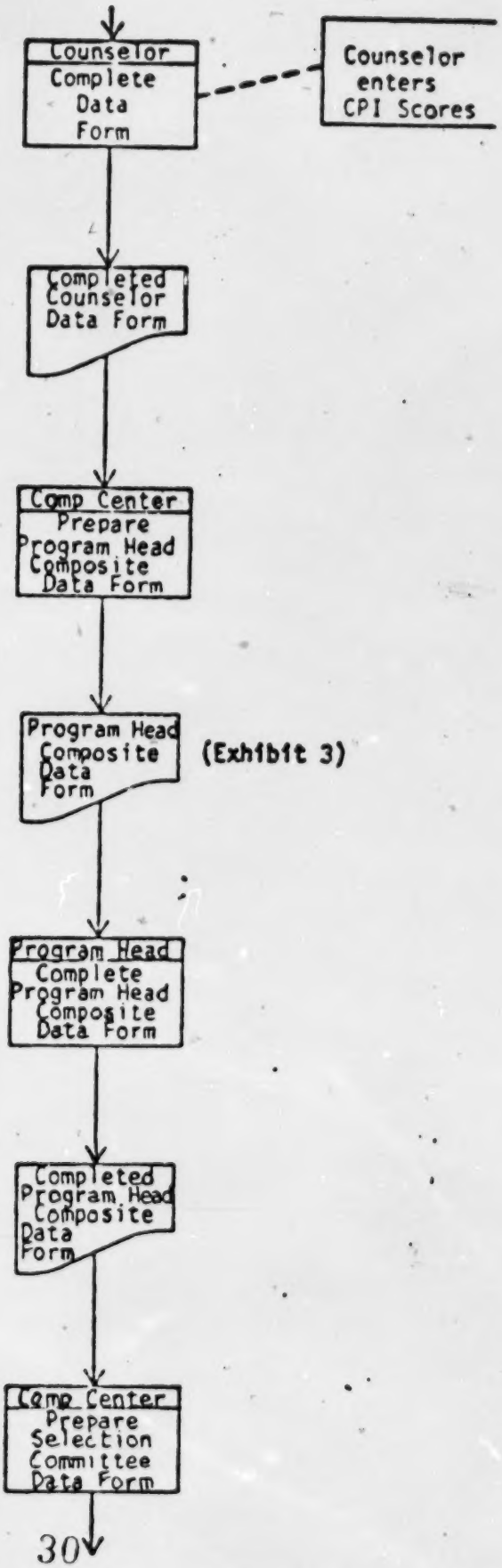
Curr:	1-Dental As	2-Dental Hyg	3-Mental	4-Nursing	5-Radiology		
Code-1:	1-Excellent	2-Good	3-Fair	4-Poor			
Code-2:	1-Accept	2-Not Accept	3-Standby	4-Incomplete	5-Redirect	6-Withdrawn	
Code-3:	1-Under 8	2-Finish 8	3-Some HI	4-Finish HI	5-Some Col	6-Degree	7-Higher
Code-4:	0-Good Standing	1-Academic Warning	2-Academic Probation	3-Academic Suspension	4-Academic Dismissal	7-Dean's List	8-President's Honor Roll

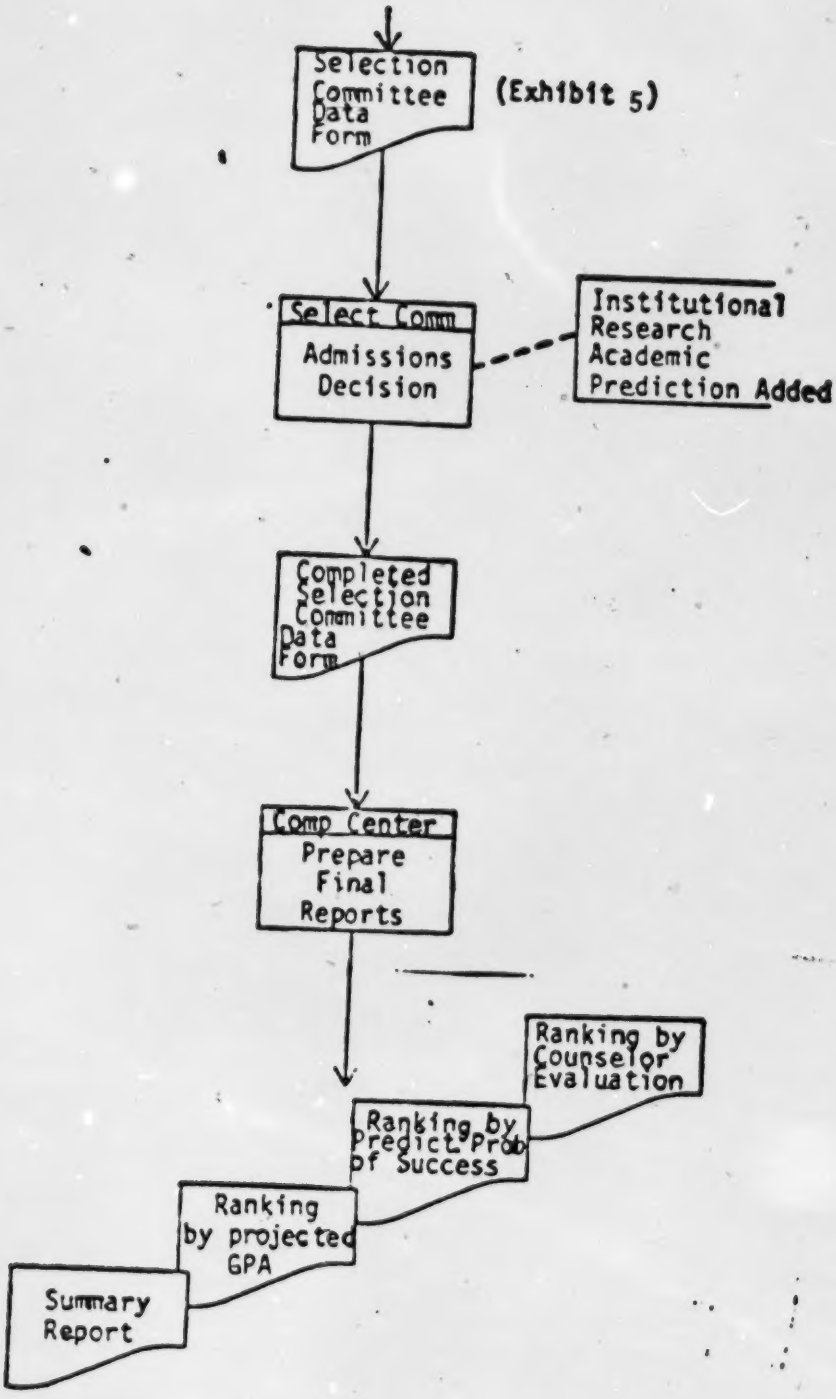
STUDENT FLOW DOCUMENTATION SUMMARY

Figure 2 presents a summary documentation of a student's flow through the HTAES. Student applicants to the Health Technology Curricula are identified with the Computer Center preparing an Admission Data Form (Exhibit 1 - cited above). This form is completed by an admission's clerk and returned to the Computer Center in order to update the applicant's file. A Counselor Data Form (Exhibit 2 - cited above) is prepared and, upon completion of the student's interview with the counselor, additional data is supplied to the applicant's file. A Program Head Data Form (Exhibit 3 - cited above) is prepared and, upon completion of the student's interview with the program head and/or faculty member, additional data is supplied to the applicant's file. Then, the Office of Institutional Research supplies statistical predictions including estimated probability of graduation and predicted first quarter GPA. Summary reports are prepared for final review by the Selection Committee (Exhibit 4 - cited above).

EVALUATION PROCEDURE




Counselor
Complete Data Form
Counselor enters CPI Scores
Completed Counselor Data Form
Comp Center
Prepare Program Head Composite Data Form
Program Head Composite Data Form
(Exhibit 3)
Program Head
Complete Program Head Composite Data Form
Completed Program Head Composite Data Form
Comp Center
Prepare Selection Committee Data Form


Selection Committee Data Form
(Exhibit 5)
Select Comm
Admissions Decision
Institutional Research Academic Prediction Added
Completed Selection Committee Data Form
Comp Center
Prepare Final Reports
Ranking by Counselor Evaluation
Ranking by Predict Prob of Success
Ranking by projected GPA
Summary Report

The procedural documentation for the Health Technology Admission Evaluation System (HTAES) is summarized by input departments as follows:

(1) Admissions Data includes the name of the health technology curriculum; student's name, address, telephone number, social security number, sex, race, political jurisdiction, birth year, citizenship, marital status; quarter and year applied; file status; parents' educational levels, GED or high school graduation year, selected high school grades, overall high school GPA, high school rank; prior college and years attended, number of credits, college GPA, prior college status, previous college degree; SCATS: Verbal, Quantitative, and Total scores, and Scholastic Aptitude Test (Verbal and Mathematics).

(2) Counselor Evaluation Data includes the date the student was contacted and interviewed; verbal communication rating; health rating; present employment status; recommendation for local English, Mathematics and/or Reading Test; predicted first-quarter GPA; estimated probability of graduation; recommended action; and California Psychological Inventory scores.

(3) Program Head Composite Evaluation Data includes the date the student was interviewed; subjective ratings for people-oriented, concentration, emotional stability, verbal communication, overall appearance, and professional goals; predicted first-quarter GPA; estimated probability of graduation; recommended action; and comments.

(4) Institutional Research Evaluation Data includes predicted multiple regression first-quarter GPA; predicted Bayesian-type regression GPA; estimated probability of graduation (Discriminant Analysis); and estimated probability of graduation (Bayesian-type procedures).

The data elements for each applicant are compiled by curriculum and given in a summary report along with ranking reports by projected GPA, estimated probability of graduation, and counselor or program head ratings. These reports are discussed by the selection committee who have the responsibility for the final guidance/selection decisions for each applicant.

REFERENCES

American Dental Association. Dental Auxiliary Education Supplement 3 - Analyses of Applicants and First-Year Enrollment. Chicago: American Dental Association - Division of Educational Measurements, 1975.

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ABSTRACT

Because of a multiplicity of factors such as high enrollment demands, limited institutional spaces, and the high cost of programs, certain admissions requirements in the guidance-selection of students for health technology programs of the community college have become necessary. The study presented full documentation concerning the philosophy, procedures, and computer software with output examples necessary to organize an efficient and effective guidance-selection system. Benefits of the system included (1) a computer-based data system, (2) a multiple comparative guidance-selection system, and (3) status/historical files for evaluating the effectiveness and efficiency of different guidance-selection decisions.

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